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ABSTRACT

This document is the Horry-Georgetown Technical College comprehensive assessment of missions, goals, and objectives. The assessment addressed the mission statement of the college as well as its long-term goals. The mission statement was unchanged. In regards to long-term goals for the college, the college deleted one goal that had already been achieved and changed some of the other goals in order to better reflect the mission of the school. The Administrative Review Committee evaluated two major administrative departments, as well as the relationship between college and the College Foundation. The Academic Program Review Committee also assessed the effectiveness of the following eight curricula: (1) Developmental Studies; (2) Civil Engineering Technology; (3) Electronics Engineering Technology; (4) Electronics Technology; (5) Forestry Management Technology; (6) Massage Therapy; (7) Personal Trainer; and (8) Phlebotomy. The assessment was successful in several ways. For one, it found that there were no major problems with the system. Secondly, the assessment yielded a list of tasks to be accomplished in the near future that will allow the college to attain its long-range goals. The document concludes by mentioning that the college is currently in the midst of developing the Annual Objectives for 2003-2004 and completing a list of administrative and academic programs for review. (MZ)

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HORRY-GEORGETOWN TECHNICAL COLLEGE

Summary Report on

Institutional Effectiveness

A report to

The State Board for Technical and Comprehensive Education
and
The Commission on Higher Education

In fulfillment of Institutional Reporting Requirements

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INTRODUCTION

In the 2002-2003 cycle, Horry-Georgetown Technical College completed a comprehensive assessment of its Mission, Goals and Objectives, and both administrative and academic effectiveness. The College reviewed its Mission Statement and made no changes. It reviewed its long range Goals, deleted one that had been achieved, and edited several others to reflect both accomplishments and future directions. The Administrative Review Committee evaluated two major administrative Departments, as well as the relationship between the College and the College Foundation, and the Academic Program Review Committee assessed the effectiveness of eight curricula. The major findings of these assessments follow.

MAJOR FINDINGS -- ADMINISTRATIVE

In the fall of 2002, the College opened its newest building, a 90,000 square foot complex that houses all of its Student Development offices and activities. The completion of this two-year construction project required the relocation of all Student Development offices and activities and involved more than two months of interrupted, irregular services; therefore, even though the Institutional Effectiveness cycle called for the evaluation of Student Development, the College believed that it could not perform an effective assessment. Instead, the Administrative Review Committee focused upon other areas of the College – Institutional Research and Assessment, and the Development Office, as well as, the College's relationship with the HGTC Foundation.

Institutional Research And Assessment

The Administrative Review Committee received a comprehensive report from the Department Head on the activities of the Institutional Research and Assessment Office. It reviewed the report and interviewed the Department Head to discuss documents, issues, and activities. The Committee was especially impressed with the volume of reports produced by the Department. Following its assessment, the Committee made recommendations that included:

1) that the Academic Program Review process be streamlined in such a way that the data required of Institutional Research and Assessment for writing the report be listed and well defined in a useful format for tracking/assessing program vitality,
2) that projects/report requests be submitted to a "track-it system" similar to that used by HGTC's Information Systems' Department,
3) that efforts be increased to make HGTC personnel more aware of what is on HGTC's web page,
4) that the department continue the assessment of user satisfaction on an annual basis as part of a continuous initiative to improve Institutional Research and Assessment services, and
5) that during the coming year, as discussions continue regarding the future of CHE and State level expectations/requirements for institutional reporting, it is recommended that careful consideration be given to the most effective location for placing institutional research and assessment reporting activities within the organizational structure of HGTC.

Development, Alumni Relations, And College Foundation

The Administrative Review Committee reviewed the Development, Alumni, and Foundation's 2003 evaluation report. Presenting the report was Sandra Cole, Director of Development. The report was approved by the Committee with the following recommendations:

1) to explore the feasibility of employing a full-time grant writer through internal/ external funding sources,
2) to explore ways of providing incentives for faculty and staff to get more involved in grant writing activities,
3) to devise and implement a plan for developing the Horry-Georgetown Technical College Alumni Association. Include in the plan annual goals for membership increases and activities designed to encourage current students and alumni to become active supporters of the College,
4) to seek sources of funding to add temporary/part-time staffing to meet clerical needs, and
5) to consider a request to the Foundation to increase the percentage of support provided for staffing.

MAJOR FINDINGS - ACADEMIC

GENERAL EDUCATION AND MAJORS/CONCENTRATIONS

Definition And Description Of The Component

Academic Program Review consists of findings articulated in departmental reports addressing evaluative criteria including, but not limited to, the Southern Association of Colleges and Schools Criteria for Accreditation. All academic departments complete the Program Review process within a five-year cycle. The establishment of Performance Funding, utilizing Critical Success Factors and Performance Indicators, is evidenced in the outcomes of the process, which have implications for all College operations, goal setting and long-range planning. Actions recommended are unlimited and determined by the Program Review Committee. The recommended actions are forwarded to the College's Planning Council and Cabinet for review, approval and/or disapproval. If the actions are approved, the College must make personnel, physical and fiscal considerations to accomplish the recommendations and document actions taken.

During 2002-2003, eight programs were identified for review. In some cases, programs within the same department were combined into one report. The department chair or designee utilized the "Academic Program Review Manual" in preparing their report. The manual included sections for program review introduction, guidelines and assumptions, overview of process, SACS, directions for report completion, calendar, and specific items to be included in the report.

Developmental Studies

The general purpose and goal of the Developmental Studies program is to provide concentrated instruction in the basic subject areas (reading, English, and mathematics) in an effort to enhance the student's potential for success in a degree, diploma, or certificate program.

In the fall of 2000, the department made a major change in how courses were offered and the way students were evaluated. The change included a transition from individualized instruction to a lecture/lab format and a grading change from Satisfactory/Unsatisfactory to A/B/C/F. Due to the delivery restructuring, the department is still in the process of determining the factors that need to be studied to assess the effectiveness of the program.

Another significant change to occur in the fall of 2003 will be the use of common course descriptions and exit competencies for mathematics among all technical colleges. A similar effort is underway for English courses and will be followed by reading courses at a later date. The completion of this work will make it easier for students to transfer from one technical college to another and consistency in developmental courses will make for a better understanding of Developmental Studies.

Recommendations for actions designed to enhance the program included:

1) to research staffing and process alternatives for providing enrollment advisement (continuation of DS and transition to expected program of study) for currently enrolled Developmental Studies students,
2) to develop a plan with criteria, standards, and timelines for analyzing both the success rates and graduation rates of students enrolled in the different subject areas offered by Developmental Studies,
3) to research and implement alternative methods of delivery for Developmental Studies courses,
4) to research and implement alternative methods and/or incentives for recruiting adjunct faculty, and
5) to assess the need and develop a plan for a Library orientation program for students.

Civil Engineering Technology

Civil Engineering Technology is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The curriculum meets the educational requirements set forth by the South Carolina State Board of Registration for Professional Engineers and Land Surveyors needed to become a registered Tier A land surveyor. Graduates of the program are prepared to work in the planning, design, and construction of roads, bridges, canals, dams, water and sewerage plants, and similar projects. Work assignments to which civil engineering technicians might be assigned include: drawing plans, writing specifications, cost estimating projects, inspection of construction jobs, surveying, and preparation of maps.

The department has responded to unsatisfactory marks in the employer survey by developing a comprehensive highway design project for CET 251 that utilizes software used by many of the employers in this area and will require students to prepare a major CAD project. Also, a classroom performance system is being utilized to administer end-of-course competency exams in key CET courses to give specific feedback to individual instructors.

Improvement recommendations included:

1) to research partnerships with business for sharing unique and expensive equipment,
2) to research and develop a plan for the offering of online civil engineering courses,
3) to research and implement alternative methods and/or incentives for recruiting adjunct faculty,

4) to assess the need and develop a plan for a Library orientation program for students, and
5) to develop a plan for strengthening the writing and communication skills of students.

Electronics Engineering Technology and Electronics Technology

Electronics Engineering Technology graduates are prepared for entry-level positions in such career fields as electrical power generation/distribution, telecommunications, medical equipment technology, and industrial control systems design and development. In addition, the graduate can transfer to a four-year institution and pursue a Bachelor's Degree in Engineering Technology. The program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Program enrollment has been relatively constant except for fall 2001. This was due to suspension of the EET program in the spring of 2001. Fall 2002 enrollment was at a record high for both programs. The programs primarily serve the local service area and students who did not come directly from high school.

Strengths cited in the graduate survey include personal attention, knowledge, and caring attitude of the instructors. The graduates cited the need for more hands-on training with up-to-date equipment. The employer survey noted that HGTC graduates are better prepared than from other colleges and receive a hardware background that is missing in computer science programs. The employers listed writing and communications skills as a weakness of the graduates. ABET accredited the program in August 2001 and it remains in effect through September 2007.

Recommendations to be addressed in 2003-2004 included:

1) to research and develop a plan for the offering of online electronics courses,
2) to pursue an instrumentation track in the associate degree program,
3) to develop a retention plan,
4) to assess the need and develop a plan for a Library orientation program for students,
5) to research and implement alternative methods for recruiting new students, and
6) to develop a plan for strengthening the writing and communication skills of students.

Forestry Management Technology

The Forestry Management Technology program trains students for the position of forest technician, a middle-management level person trained to work with a graduate professional forester. The program is recognized by the Society of American Foresters and is approved for Cooperative Work Experience. Graduates are qualified for entry-level positions with state and federal forest agencies, pulp and timber companies, consultant foresters, and other employment where skills of surveying, timber cruising, map drawing, and forest management are needed.

During the summer of 2000, the program was moved from the Conway campus to Georgetown. There was a decrease in enrollment for the fall 2000 semester, however, enrollment has increased since then. The program serves both in- and out-of-county students with fall 2002 enrollment at 59% and 41% respectively. The other enrollment trends for the program include low numbers of women and minorities. These groups are being targeted at summer camps and an articulation agreement is in development with Alabama A&M University.

The graduate survey noted consistently high marks on student services, practical knowledge, student advising, and hands-on labs. Low marks were received in facility condition and technology. The department feels that the move to Georgetown has addressed these problems. The employer survey consistently rated graduates with high marks in ethical behavior and overall preparation. Of most concern were remarks that indicated a lower than desired rating on oral and written communication. The program last went through a DACUM review in July 1999. A formal articulation agreement with Clemson University and Mississippi State University is available to students wishing to transfer and pursue a baccalaureate degree in forestry.

Committee recommendations included:

1) to establish a meeting with Clemson University and review and update the transfer articulation agreement,
2) to research and implement alternative methods and/or incentives for recruiting adjunct faculty,
3) to assess the need and develop a plan for a Library orientation program for students,
4) to research and implement alternative methods for recruiting new students, and
5) to develop a plan for strengthening the writing and communication skills of students.

Massage Therapy, Personal Trainer, and Phlebotomy

The Massage Therapy Certificate program is designed to prepare students for the National Certificate Boards' exam and an entry level position as a professional Massage Therapist. The Personal Trainer Certificate is designed to develop innovative fitness specialists who are knowledgeable and skilled in one-on-one fitness and wellness instruction. Students acquire an academic foundation in the fundamental principles of exercise and nutrition, and a basic understanding of human anatomy and physiology. The Phlebotomy Certificate prepares students for entry level positions in hospitals, clinics, and other health care settings as phlebotomy technicians. The program includes course content in essential phlebotomy theory and special procedures required for specimen collection.

According to the department chair, the student enrollment in Massage Therapy for fall 2002 was at the desired level of 37. However, the enrollment of 15 in Personal Trainer was lower than desired and could accommodate a program size of 20 – 24 students. Phlebotomy had an enrollment of 38 and is considered to be at the high end of a desired program size.

The Advisory Committee was restructured in fall 2002 and includes representatives from each program and the addition of Surgical Technology. Many of the participants are new and unfamiliar with an Advisory Committee and lack of attendance was a problem.

Recommendations for massage therapy included:

1) to develop a plan for strengthening the effectiveness of the Advisory Committee,
2) if enrollment sustains, to determine the value of program accreditation and to make the appropriate recommendation, and
3) to research and implement alternative methods for recruiting new students.

Recommendations for Personal Trainer included:

1) to develop a plan for strengthening the effectiveness of the Advisory Committee,
2) if enrollment sustains, to determine the value of program accreditation and to make the appropriate recommendation, and
3) 3) to research and implement alternative methods for recruiting new students.

Recommendations for Phlebotomy included:

1) to assess all aspects of the phlebotomy program (e.g., duration, size, courses) and present recommendations to the curriculum review committee, and
2) to develop a plan for strengthening the effectiveness of the Advisory Committee.

IN SUMMARY

In the 2002-2003 academic year, the College reviewed its Mission Statement and Strategic Goals, making changes to the latter. It assessed the effectiveness of two administrative Departments and eight academic programs. As expected, the assessment yielded a list of tasks to be accomplished; however, no major problem areas were discovered. The College is currently developing Annual Objectives for 2003-2004 and completing the list of administrative and academic programs for review.

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